

# Understanding Your Adequate Yearly Progress (AYP) Report

The No Child Left Behind Act (NCLB) requires all schools, districts and states to show that students are making Adequate Yearly Progress (AYP) in communication arts and mathematics. NCLB requires states to establish annual performance targets that would result in all students scoring at the proficient level on the state's assessment by 2014. Missouri's AYP targets were established by the Department of Elementary and Secondary Education (DESE) based on analysis of Missouri Assessment Program (MAP) data from prior years. These targets are referred to as Annual Proficiency Targets or Annual Measurable Objectives (AMO).

## **Meeting the Requirements of AYP**

### *Annual Proficiency Targets*

To make AYP, a school or district must have enough students scoring Proficient or above to meet or exceed the Annual Proficiency Target. The school or district is required to meet the Annual Proficiency Target in the aggregate (all students) and for up to nine subgroups of students. The nine subgroups include: six racial/ethnic groups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Other/Non-response), students with disabilities, students with limited English proficiency and students receiving free or reduced-price lunches.

### *Cell Size*

If the school or district has enough students in a subgroup to meet the minimum cell-size requirements, that subgroup must meet or exceed the Annual Proficiency Target in order for the school or district to make AYP. The minimum cell size for each subgroup is as follows: racial/ethnic groups = 30 students; free or reduced-price lunch = 30 students; students with disabilities (IEP) = 50 students; and students with limited English proficiency (ELL) = 50 students. In small schools where the aggregated (all students) group of students tested does not have 30, the scores are aggregated for three years to determine AYP.

### *Participation Rate*

Additionally, schools and districts must meet the testing participation rate of 95%. This is determined by evaluating the percent of students whose achievement level is Level Not Determined (LND). If the LND percent exceeds 5%, the school or district cannot make AYP, regardless of its performance in relation to the Annual Proficiency Target.

## **Safe Harbor**

If a school or district does not meet the Annual Proficiency Target for each subgroup, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. If the school or district meets the participation requirement AND the school or district decreases the percentage of students scoring below the proficient level by 10 percent, it can make AYP using Safe Harbor.

## **Ensuring Reliability**

The Department uses confidence interval in order to account for the error inherent in making AYP classifications (“met, not met”) that are based on a targeted percentage of students that must attain proficiency. The use of confidence intervals increases the reliability of these classifications.

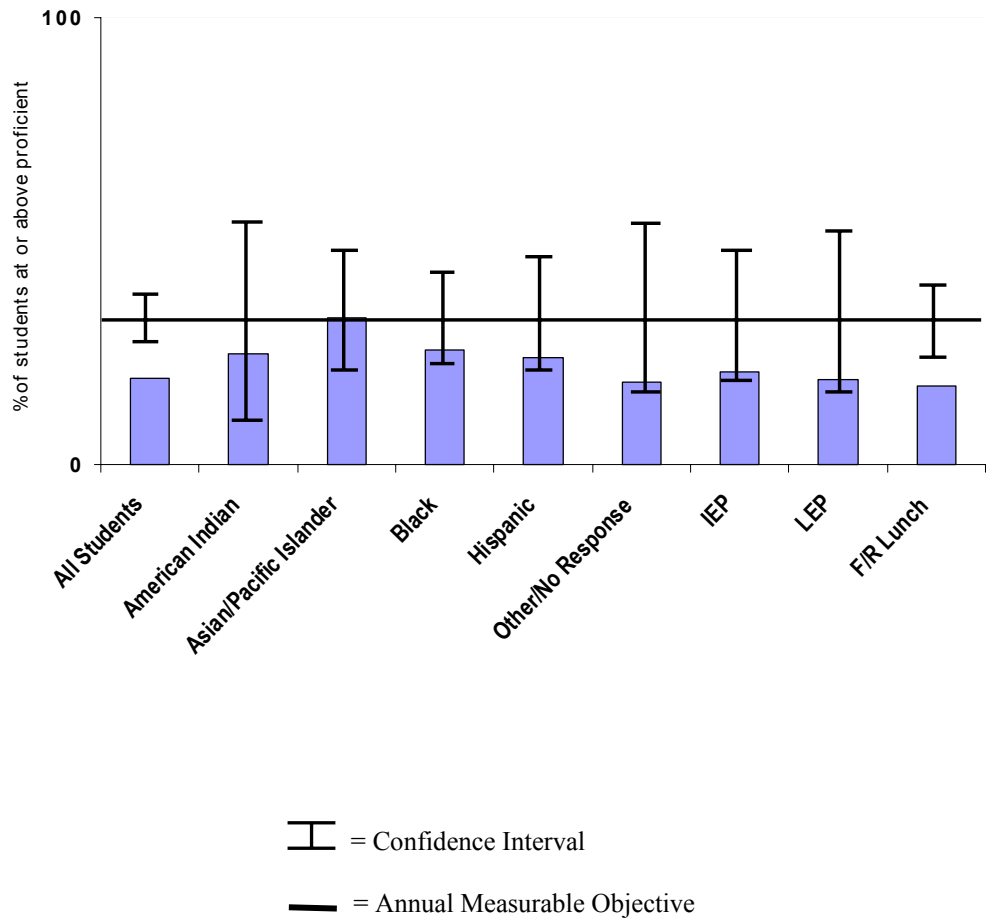
To establish a confidence interval, a statistic is computed that represents the “margin of error” associated with setting a specific target for percent proficient. This statistic is used to create a “band” or “confidence interval” around our target, which results in a “range” for percent proficient, rather than an absolute percent. If a school or district’s percent proficient falls below the lower limit of the range, it did not meet the AYP target. If a school’s percent proficient falls within the range or above the upper limit, it did meet the AYP target.

For AYP purposes, a 99% confidence interval is used, which means that a *wide* range is established in order to obtain a very high level (nearly 100%) of confidence in our decision. If a lower level of confidence were established for interval (for example, 95%), the range for percent proficient would be narrower, but the accuracy of the AYP decision would be reduced.

Our use of confidence interval for AYP decisions is much like the Gallup Poll’s use of error terms when they report that 51% of the polled voters say they will vote for Candidate Smith, plus or minus the margin of error of 3%. This means that Candidate Smith would likely receive between 48% and 54% of the votes, if the election were held today.

If a school or district does not meet the Annual Proficiency Target, the confidence interval is applied. Therefore, a school or district may meet the Annual Proficiency Target with the confidence interval.

The chart below is a hypothetical example of school-level Communication Arts scores with confidence intervals. In this school, Native Americans (American Indians) were the smallest subgroup and therefore have the largest confidence interval. The confidence interval for All Students is relatively small, because it is the largest group. This school did not make AYP. Although the annual measurable objective was met in most subgroups with confidence interval, it was not met for the Free and Reduced Lunch (F/R Lunch) subgroup or for All Students.



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## How Students Count for AYP

Only students who have been enrolled for a “full academic year” will be included in the AYP calculations. A full academic year is from the last Wednesday in September through the time the MAP tests are administered. Students must be enrolled for a full academic year to be included in AYP.

Two groups of students are not required to take the content area assessment:

1. ELL students who have been in the United States less than one year are not required to take the Communication Arts assessment. These students are required to take the Mathematics assessment.
2. MAP-Alternate students are not required to take the content area assessments. However, all students are to be accounted for in the MAP content area assessments.

Schools and districts account for these students by completing a MAP Student Information Form (SIF) and filling in the appropriate Student Status field.

STUDENT STATUS:	
Fill in all that apply	
	<input type="radio"/> MAP Alternate
	<input type="radio"/> IEP
	<input type="radio"/> IAP (504)
	<input type="radio"/> ELL less than 1 year in USA
	<input type="radio"/> ELL 1st - 3rd year in USA
	<input type="radio"/> ELL receiving services
	<input type="radio"/> ELL monitoring
	<input type="radio"/> Gifted
	<input type="radio"/> Migrant
	<input type="radio"/> Title I
	<input type="radio"/> In district less than 18 months
	<input type="radio"/> In district less than a year
	<input type="radio"/> In building less than a year
	<input type="radio"/> SES
	<input type="radio"/> H.S. career education
	<input type="radio"/> Voluntary Transfer Student (VTS)

For AYP purposes, ELL students who have been in the United States less than one year and are coded appropriately are not included in the LND. MAP-Alternate (MAP-A) students are counted differently for AYP, depending on whether the student was grade eligible for the Alternate and whether the student submitted a MAP-A portfolio entry in a content area with a corresponding MAP test.

In 2005, the MAP-A was offered at grades 4, 8 and 11. The content area assessments required at those grade levels were Mathematics (grades 4 and 8) and Communication Arts (grade 11). MAP-A scores for Mathematics and Communication Arts were assigned achievement levels and incorporated into the school and district totals for the appropriate content area/grade level combinations. These scores are included in the AYP determination. Students that are eligible for the MAP-A, but did not participate because they did not meet the grade level criteria (i.e. 3rd, 7th and 10th grades), are accounted for in the MAP by submitting an SIF. These students are not included in the LND for AYP purposes.

## Calculation Details

**Annual Proficiency Targets:** The school's or district's performance in relation to the established Annual Proficiency Targets is determined by looking at the percent of students who score in the Proficient or Advanced levels on the MAP.

- Proficient or Above Percent – Percent of students who are proficient or above.

Calculation:  $(\text{Proficient or Above/Reportable}) \times 100$

- ✓ Proficient or Above – Number of students with an Achievement Level (AL) of Proficient or Advanced
- ✓ Reportable – Number of students with an AL for the content area  
NOTE: If MAP-A is bubbled in on the SIF and the student did not have an AL, the student is added to the “reportable” number.

**Participation Rates:** The school or district must meet the testing participation rate of 95%. This is determined by evaluating the percent of students whose achievement level is Level Not Determined (LND). If the LND percent exceeds 5%, the school or district cannot make AYP, regardless of its performance in relation to the Annual Proficiency Target.

- Level Not Determined Percent – Percent of students who did not get a Reportable Score on the test

Calculation:  $(\text{LND/Accountable}) \times 100$

- ✓ Accountable – Number of students by content area for a summary level
- ✓ Level Not Determined (LND) – Number of students who did not have an Achievement Level, excluding those students bubbled in MAP-A

**Summary Levels:** AYP is evaluated at the school, district and state levels.

Only students who have been in the building and/or district for a full academic year will be included in the calculation for the corresponding summary level. This information is obtained from the MAP Student Information Sheet/Form (bubble sheet). This applies to each summary level independently. For example, a student who is coded as “In building less than a year” but was in the district a full academic year would be excluded from the building totals, but would be in the district totals.

- In District (Building) Less Than a Year - Districts are required to report student enrollment counts to the Department as of the last Wednesday of September for each school year. A student included in that head count that remains in the district and/or building through the MAP testing window is considered in the district and/or building for a full academic year. If a student enters the district, or school building after the September count date, that student is to be coded “In District less than a Year” and/or “In Building less than a Year.” If coded appropriately, the student's MAP results **will be excluded** from the district and/or building totals.

**Content Areas:** For AYP, districts and schools are evaluated separately using Communication Arts and Mathematics data. There are different Annual Proficiency Targets for each content area. Districts and schools must meet the targets for both Communication Arts and Mathematics to make AYP. If a school does not have a grade configuration consistent with assessing both content areas (i.e. grades K-3), the school will be evaluated on the content area that was assessed (i.e. Communication Arts only).

**Grade Levels:** AYP is evaluated by aggregating all grade levels within the school or district that are assessed by the MAP. The current grade levels assessed are as follows:

Communication Arts = 03, 07, 11

Mathematics = 04, 08, 10

MAP Alternate = 04, 08, 11

*Example – Clark High School is a 7<sup>th</sup>-12<sup>th</sup> grade attendance center. The 7<sup>th</sup> and 11<sup>th</sup> graders' scores would be combined for the Communication Arts total at a building level. At a district level the 3<sup>rd</sup>, 7<sup>th</sup>, and 11<sup>th</sup> grades would be combined for a district total.*

**Subgroups:**

- School or District Total (All Students)
- Race/Ethnicity
  - Asian/Pacific Islander
  - American Indian
  - Black
  - Hispanic
  - White
  - Other/Non-Response
- LEP – Limited English Proficient – this includes any student categorized as ELL 1<sup>st</sup> – 3<sup>rd</sup> year, ELL Receiving Services, or ELL Monitoring. All students coded as ELL 1st year in the USA will be excluded from AYP calculations.
- IEP –students with an Individualized Educational Program
- F/R Lunch – students eligible for free or reduced-price lunches

NOTE: A Student can be included in more than one group.

*For example – A student could be White, have an IEP and be eligible for free or reduced price lunches.*

**Safe Harbor:** If a school or district does not meet the Annual Proficiency Target for each subgroup, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. If the school or district meets the participation requirement AND the school or district decreases the percentage of students scoring below the proficient level by 10 percent, it can make AYP using Safe Harbor.

See the following Safe Harbor example:

Year	Content Area	Summary Level	Sub-group	State Prof Goal	Acct	Rpt	LND	LND%	Prof or Adv	Prof or Adv%	Below Prof	Below Prof%
2004	Comm. Arts	School	F/R Lunch	20.4	100	100	0	0.0%	16	16%	84	84%
2005	Comm. Arts	School	F/R Lunch	26.6	100	100	0	0.0%	25	25%	75	75%

### **Criteria 1: Participation Rates**

Does the school meet the required 95% participations rate? YES

### **Criteria 2: Decrease in the Percent NOT Proficient**

The 2005 results for Communication Arts show 25% scoring in the proficient or advanced range. Therefore the school does not automatically meet the Annual Proficiency Target of 26.6%.

The school is then evaluated based on the decrease in the percent of students scoring BELOW proficient. In the example above, 84.0% scored below proficient in 2004, therefore the percentage of students scoring in the proficient range during 2005 must increase 8.4% from 2004 ( $84\% \times 10\% = 8.4\%$ ).

In 2004, 16% of student scored in the proficient range. To evaluate whether the school can make AYP using the Safe Harbor provision, 8.4% is added to the 2004 proficiency percent ( $16.0\% + 8.4\% = 24.4\%$ ) and compared to the 2005 percent of students scoring proficient and advanced (25%). If percent of students scoring proficient and advanced in 2005 exceeds the Safe Harbor calculation (24.4%), the school meets criteria 2 of the Safe Harbor provision.

Since the school met both criteria for Safe Harbor, the school has made AYP using the Safe Harbor provision.

**Confidence Interval:** The Department is using confidence intervals in order to account for the error inherent in making AYP classifications (“met, not met”) that is based on a targeted percentage of students that must attain proficiency. Thus confidence intervals are used as a way to increase the reliability of the classifications decisions. For a detailed explanation, please see page 3, “Ensuring Reliability.”

Calculation:  $= ( 2.326 \times ( \text{SQRT} ( ( A \div 100 ) \times ( 1 - ( A \div 100 ) ) \div B ) ) ) \times 100$

A = Proficient or Advanced %

B = the number of reportable students

SQRT = square root

### **Reporting AYP:**

The school or district’s progress in making AYP is displayed graphically on the School Data/Statistic web pages (<http://dese.mo.gov/schooldata/>). From the School Data/Statistic web pages, select a district and click on “Load Profile.” In the upper right-hand corner of the page, under “Summary Reports,” click on the “2005 Annual Performance Report (APR) and AYP” link. This will take you to the school and district AYP grids. An example of the AYP grid is on the following page.

Schools and districts may also access detailed AYP reports using a secure login and password in Crystal Reports. There are two AYP reports in the “Administrative” folder in Crystal. These reports are called “AYP” and “AYP Summary.”



## AYP Grid:

Missouri Department of Elementary and Secondary Education State of Missouri Results Adequate Yearly Progress**									2005		Groups*		Met	
									Comm. Arts		10		3	
									Mathematics		10		5	
									School Improvement/Corrective Action/Restructure					
COMMUNICATION ARTS		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Annual Proficiency Targets		18.4	19.4	20.4	26.6									100
School Total (All Students)	PROF	30.7	29.7	29.9	30.4									
	LND	1.9	2.1	1.1	1.2									
Asian/Pacific Islander	PROF	40.5	41.6	41.5	42.2									
	LND	4.0	6.1	0.7	0.7									
Black (not Hispanic)	PROF	13.7	12.0	12.3	13.7									
	LND	3.6	3.6	2.0	2.4									
Hispanic	PROF	20.4	21.0	19.2	21.0									
	LND	5.7	10.3	1.2	1.2									
American Indian	PROF	22.9	22.6	24.0	26.0									
	LND	1.6	1.4	0.9	0.9									
White (not Hispanic)	PROF	34.5	33.7	34.1	34.3									
	LND	1.3	1.4	0.8	0.9									
Other/Non-Response	PROF	26.8	23.8	24.5	23.2									
	LND	5.5	5.1	3.9	6.6									
F/R Lunch	PROF	18.0	18.1	18.2	18.9									
	LND	2.4	2.8	1.3	1.5									
IEP	PROF	8.5	8.9	10.5	11.1									
	LND	4.0	4.2	2.6	2.7									
LEP	PROF	9.5	10.3	15.2	12.1									
	LND	22.1	28.6	1.6	1.6									
MATHEMATICS		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Annual Proficiency Targets		8.3	9.3	10.3	17.5									100
School Total (All Students)	PROF	21.1	21.3	22.9	24.7									
	LND	1.4	1.5	0.9	1.0									
Asian/Pacific Islander	PROF	34.4	39.3	41.1	42.9									
	LND	2.8	5.3	0.5	0.4									
Black (not Hispanic)	PROF	7.4	8.3	10.3	10.6									
	LND	2.6	2.4	1.7	1.8									
Hispanic	PROF	13.5	14.8	15.6	17.2									
	LND	5.2	8.7	0.8	1.0									
American Indian	PROF	13.6	13.4	14.3	15.7									
	LND	0.9	1.6	0.6	0.7									
White (not Hispanic)	PROF	24.2	24.2	25.9	28.0									
	LND	1.0	1.0	0.7	0.7									
Other/Non-Response	PROF	15.6	14.2	14.3	18.2									
	LND	4.0	4.8	3.4	3.7									
F/R Lunch	PROF	13.3	13.2	14.8	15.8									
	LND	1.9	2.1	1.2	1.2									
IEP	PROF	7.3	8.1	9.0	11.3									
	LND	2.9	2.8	2.0	2.1									
LEP	PROF	9.6	14.5	18.5	18.7									
	LND	19.8	26.6	0.7	0.6									

**General Notes:**

School level calculations do not include students that have been in the building less than a full academic year.

District level calculations do not include students that have been in the district less than a full academic year.

To meet AYP all subgroups that met the minimum cell size requirements must meet the Annual Proficiency Target and have tested at least 95% of the students.

**Definitions:**

PROF: The percent of students who are Proficient or Advanced.

LND: Level Not Determined - The percent of students who did not receive a MAP score. A Student will be considered LND if the student was absent, caught cheating or did not have a valid attempt on the test. The percent of students that were LND should be 5.0 percent or below.

**Symbols:**

\* Indicates the subgroup meets the minimum cell size requirements.

^ Minimum cell size requirements: 30 for all subgroups except IEP and LEP, which have a minimum cell size of 50. If there are fewer than 30 students in the school total, and State Proficiency Target was not met, the current year and two prior years are aggregated. This only applies to the calculation for the school total, not the disaggregated groups.

AYP MET Symbols:

Y Annual Proficiency Target Met  
CI Annual Proficiency Target Met with confidence interval  
S Annual Proficiency Target Met using Safe Harbor provision  
SC Annual Proficiency Target Met using the confidence interval for Safe Harbor

AYP NOT MET Symbols:

N\* Annual Proficiency Target Met, but did not have a participation rate of at least 95%  
NC Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%  
NP Annual Proficiency Target Not Met  
NN Annual Proficiency Target Not Met and participation rate was less than 95%

## **Consequences for a School Not Meeting the Requirements of AYP:**

If a Title I school does not meet AYP in the same content area for two consecutive years or more, the school is required to take certain actions, specified by NCLB to improve its performance.

### **School Improvement**

*How are schools identified for School Improvement?*

Title I schools will be identified as in “School Improvement” when they do not make AYP in the same content area for two consecutive years. Once a school is identified for school improvement, the school must develop a school improvement plan.

*What happens when a school is identified for School Improvement?*

In the first year of School Improvement, the district must offer school choice. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. School choice and supplemental services must be provided in year two (and subsequent years) of School Improvement.

*What happens to schools after the second year in School Improvement?*

If a school makes AYP in the third year after being identified for School Improvement, the school will stay in School Improvement. If the school makes AYP in the third year of School Improvement and makes AYP the fourth year after identification, the school will exit School Improvement. If a school does not make AYP in the third year after identification, the school then moves into Corrective Action.

### **Corrective Action and Restructuring**

*What is Corrective Action?*

If a school in School Improvement does not make the annual performance targets for four consecutive years, the school goes into Corrective Action. When a school is in Corrective Action, the district is still required to provide school choice and supplemental services. Additionally, the district is required to take corrective measures. Possible corrective actions include implementing a new curriculum, working with outside expert consultants, extending instructional time or staffing changes. If a school does not make AYP after one year in Corrective Action, the school goes into Restructuring.

*What is Restructuring?*

Once a school is in Restructuring, it must continue to offer school choice and make supplemental services available. The district is also required to restructure the school. Restructuring can include replacing staff, contracting with an outside expert consultant, or other major restructuring of the school’s administration and operations.

### **Additional Information:**

For information regarding understanding AYP data or calculations, please contact the Data Analysis and Reporting section at 573-751-6849 or [webreplyimprdar@dese.mo.gov](mailto:webreplyimprdar@dese.mo.gov).

For information regarding AYP, No Child Left Behind or the consequences of not making AYP, please contact the Instructional Improvement section at 573-751-9437 or [webreplyimprfii@dese.mo.gov](mailto:webreplyimprfii@dese.mo.gov).